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ABSTRACT

This report discusses progress in achieving goals, general program effectiveness, and progress toward institutionalization of the Urban Teacher Education Program (UTEP) at Indiana University Northwest. This program has two major goals: (1) to change what the urban teacher knows and is able to do and (2) to significantly affect the education of children in the urban school districts of northwest Indiana. UTEP's primary components are: the professional development center (PDC) model for delivery of teacher education and the Option II model for alternative certification of urban teachers. Option II is a graduate certification program that recruits and prepares individuals who already possess an undergraduate degree. The report discusses indicators of program progress in the following areas: policy board and personnel changes, signs of institutionalization, rationale for renewing Option II, urban teacher education curriculum development, professional development activities, program evaluation, student recruitment and support (includes a brief discussion of innovative "compensation" for student teachers), PDC activities, and UTEP outreach. Fourteen attachments, which constitutes more than half the report, include summaries of program goals and staff positions and responsibilities, contact information for program staff, Option II renewal rationale statement, revised job descriptions, copies of agendas from various UTEP activities, conference programs, and several news clippings. (IAH)

ED 382 579

UTEP

The Urban Teacher Education Program

Six-Month
Narrative Program Report

July 1-December 31,1994

Submitted to:

Dr. C. Kent McGuire
Education Program Director

by:

Dr. Charlotte Reed, Director
Urban Teacher Education Program
Indiana University Northwest

February 24, 1995

Grant Number 930316

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Introduction

The final Phase of the Urban Teacher Education Program is addressing itself to institutionalization of Professional Development Centers (PDCs) for the delivery of teacher education at Indiana University Northwest, consideration of the Option II model for alternative certification in the State of Indiana, and obtaining a no cost extention from the Lilly Endowment to complete the 1995-96 schoolyear. Several activities are under way to meet these goals. This report will detail those activities and relate them to the larger goals of the project which are: 1) To change what the urban teacher knows and is able to do and 2) To significantly affect the education of some of Indiana's least advantaged children who are located in urban districts in Northwest Indiana. In the pages that follow, indicators of our progress will be presented under the headings listed below:

1. Policy Board and Personnel Changes
2. Institutionalization
3. Option II Renewal
4. Urban Curriculum Development
5. Professional Development Opportunities
6. Program Evaluation
7. Student Recruitment and Support
8. PDC Activities
9. UTEP Outreach
10. Conclusion

11. Attachments

Policy Board and Personnel Changes

During this six month period four new members were welcomed to the Policy Board: Dr. Luis Gonzalez, the new superintrendent of East Chicago; Dr. Geoffrey Schultz, the elected faculty representative; Mr. Leon Ruiz, the student representative; and Mr. Tom Davies, the business representative. These new members have added fresh perspectives and new energy to the Board.

There have been three changes on the Core Staff. First, Dr. Ken Schoon, who formerly served as the Option II Coordinator, accepted the position of Student Advisor when Mrs. Lois Lukowski retired. He brings to the position an in-depth knowledge of the total program, several years of urban teaching and tenure track faculty status in the Division of Education. Secondly, Dr. Martha Harris was hired to fill the position of Program Development Director for the remainder of the grant. She comes with a wealth of public school and university experience, including several years of urban teaching. Her expertise in curriculum and staff development will be an asset to the program. Cassandra Dates, a very capable former work-study student, is assisting us as a temporary assistant secretary on a part-time basis. Her job is to give clerical support to the program for twenty hours a week. The increased workload related to institutionalization and urban module development account for half her time.

In an attempt to bring more stability and clarity to the work of the Core Staff, all job descriptions were reviewed and revised. In October and November individual meetings were held with staff members to discuss their revised job descriptions, present performance, and future expectations. Staff members were then given an oral summary of their performance. Each staff member will receive a written evaluation detailing his or her performance according to the particular job description no later than February.

Reflecting on the completion of my first year as Director, I must say that the overall performance of the Core Staff was oustanding. I am extremely pleased to be associated with such hard-working and dedicated people. They have demonstrated what a few committed people can do in the midst of change and uncertainty, when they have the will to succeed.

Institutionalization

The last report highlighted the work of last year's Institutionalization Committee ending with the faculty's adoption of the PDC model for the delivery of some of the Division's teacher education programs. This semester there has been intentional and unintentional movement towards institutionalizing UTEP. For instance:

- Load credit was given for teaching the Option II Seminar for the first time;
- The elected elementary and secondary program Coordinators of the Division are directly linked to UTEP, as the Student Advisor and a Policy Board member respectively;
- UTEP's Student Advisor is physically located in Hawthorne Hall for the first time;
- The Division voted to extend the Option II experiment;
- UTEP is included in the Division's Long Range Plan; and
- The Chancellor is arranging for UTEP to be located in Hawthorn with the other education programs. Space has already been identified and should be ready by Summer or Fall of 1995.

In addition to the above actions, plans are in place to include a representative of UTEP in the Division's Coordinator's monthly meetings. They serve as a Steering Committee for

the Divsion. This will be a major step towards improving dialogue between the Division and the program and centrally involving UTEP in the planning process of the Division.

Option II Renewal

State permission to operate Option II as an experimental program will expire March 8, 1995. We have submitted a request to the State to continue the experiment for another two years. In this time, it is hoped that the Division will vote to make Option II its permanent graduate certification program. In the meantime, we will be working to address admission, retention, and exit requirement issues, along with making necessary curricular changes to fold the certification program into a Masters Degree program.

We have been invited to make a presentation to policymakers at the March meeting of the State Standards Board to discuss why the State should consider using Option II as a State model for alternative certification. They have specifically requested that we bring a business representative to that meeting to assist with the presentation. Mr. Pat O'Rourke has recently been hired by the Northwest Indiana Business Forum to head up its Education Project and he has agreed to be the business representative for the day. Mr. O'Rourke also sits on our Policy Board as the President of the Hammond Federation of Teachers.

Urban Curriculum Development

Curriculum development has centered around the preparation of the Urban Modules. The work was begun in the Spring of last year, with Dr. Harris serving as Consultant. Two of Dr. Harris' major responsibilities, as Program Development Director, are to edit the Urban Modules for publication and to have them field-tested.

After a short period of getting acclimated to the University, Dr. Harris is now ready to begin the job of editing the lessons submitted by TIs. She, Dr. Vernon Smith and I are also writing chapters which identify best practice for urban education. She is also seeking

permission to include Gloria Ladson-Billings' chapter on *Culturally Relevant Teaching* from her recent book, The Dreamkeepers.

The larger work of curriculum development is happening slowly through the NCATE process of accreditation, long range planning and assessment, and institutionalization. Through these avenues, the Division's Steering Committee is beginning to discuss course offerings, content, and evaluation. They are talking about competencies and their relationship to the overall education model, as well as fit with the long range plan. More will be said about this in the next six-month report.

Last report, we indicated that we had begun to influence what urban teachers know and are able to do. We are encouraged by the progress made in this six-month period and yet there is still much to do before our grant ends: 1) We want to publish the book of Urban Modules and get it in the hands of educators all over the United States; 2) We want to closely examine the curriculum content and process, as we move to replicate PDCs in other settings, to insure that the competencies professed are actually being taught and that suitable measures are in place to assess mastery of these competencies; 3) We want to focus more on assisting schools in meeting their instructional goals; and 4) We want to see PDCs institutionalized for the simultaneous renewal of schools and teacher education.

Professional Development -

Professional development opportunities continue to be provided for TIs and Core Staff. We started with our Summer Retreat at Indian Oak Resort. Dr. Vernon Smith was our Keynoter and gave a very inspiring talk on meeting the needs of urban youth. The rest of the retreat focused on planning within instructional teams.

In October, UTEP collaborated with Gary Community School Corporation in the delivery of a National Teacher Exam Workshop designed to assist limited license teachers with

passing the tests and receiving regular licenses. This is also aimed at reaching our Option II Interns.

In November, we sponsored two representatives from each PDC and Core Staff to the Annual Meeting of the International Alliance for Invitational Education in Charleston, SC. This year's meeting was particularly of interest to us because they were focusing on *Inviting in the Rain* , reaching the disinvited, hard to reach, homeless, urban, poor, mentally or physically challenged, or at-risk person. UTEP participants indicated a high level of appreciation for the information and materials presented and made available at the conference. Plans are already underway in East Chicago to provide staff development on Invitational Education to the Central faculty and possibly all district elementary teachers and administrators. Franklin Elementary provided a session last year after the conference. Mrs. Steele, the principal, was one of the participants at the meeting this year.

In December, our new Program Development Director sponsored a Portfolio Assessment Workshop, facilitated by Mr. John Price of Appleton, Wisconsin. In attendance were more than fifty people, including administrators, parents, professors, students and teachers, representing all three Districts and the University. The evaluations indicated that it was very practical, well organized, and informative. Participants indicated a desire for additional assistance in this area, especially with the new State requirements looming ahead.

UTEP's Resource Center now is better equipped and more accessible. This is due to Dr. Harris' adding several Gold Files and other materials to the collection and putting these resources in "Travelling Trunks." Each PDC has an individually designed trunk based on stated needs. For instance, in addition to basic materials that they all received, the elemenarty PDC wanted more information on classroom management, so that trunk had more resources on classroom management. These materials are not only available to our students, but also the entire faculty at each PDC. At Central High School , Dr. Harris has

worked with the Librarian to interface our materials with theirs, increasing their visibility and accessability to teachers and university students at the PDC.

Program Evaluation

Dr. Sandoval has completed a lengthy report on Professional Development Schools which documents the most successful and least successful aspects of our collaborative. The report includes a review of the literature on PDSs, results from interviews conducted individually and through focus groups including: TIs from Lincoln and Franklin Elementary Schools, Eggers Middle School, and Horace Mann and Central High Schools between 1991 and 1994, faculty interviews from 1992 and 1994, as well as the ongoing interviews with UTEP students. Dr. Sandoval has been asked to write an Executive Summary of the report to facilitate the work of the Steering Committee and for dissemination to the Policy Board.

Some findings related to our Program are:

1. Structure of the IUN teaching load has inhibited the success of instructional teams. The nine hour teaching load more readily lends itself to three hour courses. Since field courses are 1 hour and methods courses are 3 hours , teaching two methods courses and their accompanying fields would represent 4 courses but only 8 hours. Professors are expected to reserve a quarter of their load for research.

2. Some feel that we have developed cooperation, but not complete collaboration between the University and the Districts. Collaboration at its best in UTEP is at the Policy Board level.

3. In addition to issues of the reward structure and time, how the collaborative was governed was also a negative factor in relation to faculty involvement.

4. Students seem generally satisfied with their experiences at the PDCs. They voiced a desire, however, to see the professors in the field. They also liked being actively involved in classroom activities, rather than passively observing.

5. Professors involved with the program have indicated that PDCs are a better place to provide field experiences, including student teaching, because the field experience is better linked to the methods course content and TIs are better prepared to work with preservice students.

6. Generally, instructional teams were seen as a sound vehicle for improving preservice planning, but new TIs felt the concept needed more definition. They wanted more time to work with professors, but they wanted to work in an atmosphere of trust and respect, where they were recognized for their efforts.

7. While principals generally responded positively to having preservice teachers in their buildings, they did have concerns about having too many at one time. The Tis are concerned that the presence of the university students does not detract from the learning experience of K-12 students. So far, parents have not complained about the number of students nor the number of times their child(ren) have had a field student.

8. Students generally have appreciated the special topic seminars presented by PDC personnel and have indicated a belief that they may not have received this information before their employment otherwise.

These and other findings from this report should prove useful as we move towards institutionalization and replication.

Other research focused on Option II. In addition to the information on Option II enclosed in the last sixt-month report, Drs. Sandoval and Schoon are working on another report that

addresses the Option II curriculum and field experiences, which should be ready in late February. This report should be very helpful with making the revisions to Option II.

In the spirit of accountability, the Policy Board instructed the Director, at its November meeting, to engage an evaluator to conduct an external review of the program. The Director hopes to select an evaluator and present the proposal for approval at the January Board meeting. It is hoped that the external evaluation process will begin during the Spring '95 semester and be completed by December '95. We firmly believe that UTEP can stand up to external scrutiny and hold its own, which should increase our credility with funding sources and others who are interested in replicating our program.

Student Recruitment and Support

We are pleased to announce that enrollment in UTEP is up. Dr. Schoon reports that he adivised more than 50 students concerning UTEP. Their names are included in a brief report in the attachments section. Recruitment is the job of every Core Staff member, but the Advisor and PDC Coordinators are more directly responsible and they have done a stupendous job.

PDCs continue to be used by non-UTEP students taking secondary General Methods and first block elementary methods courses. This practice has paid off in increased interest and enrollment in UTEP. The three PDC Coordinators, Mrs. Kutie, Maddox, and Markovich, work diligently to accommodate both UTEP and non- UTEP students at the PDCs. They have enlisted the help of several associate TIs in their buildings.

Another positive strategy is the fact that the Coordinators are auditing classes and meeting individually with professors to provide continuity between the university courses and PDC field experiences. The students notice and appreciate the coordination of the PDC field experiences with their university courses. This in itself generates positive publicity.

We held a Fall reception at Gleason's in Gary to welcome new and returning students. Chancellor Richards and Dean Ciminillo were in attendance, along with staff members of the Division, TIs from each PDC, Core Staff members, and other invited guests. The Chancellor and Dean publicly indicated their support for UTEP. The students were quite impressed.

We have added another dimension to Option I student support. In addition to creating a $100 line of credit at the bookstore, we reimburse up to $150 in NTE fees when students submit a receipt and passing scores. Student teachers continue to receive mileage between home and the PDC. While these are rather modest forms of student support, the students seem extremely appreciative of the help.

PDC Activities

- Central- Mrs. Kutie served on the Central Staff Development Committee and developed a Newsletter. Mrs. Ascension Tristan, the Parent Liaison, who is Co-Sponsor of the Junior Class and is very active in the PTSA, wrote an open letter in the "Voice of the people column in the Post Tribune in August challenging parents to get involved. Mrs. Kathleen Kutie and Mrs.Barbara Bowie attended the IAIE Conference in November. The PDC Coordinator also arranged placements for 25 General Methods students and 14 Reading Methods students from IUN during the fall semester.

- Eggers- Mr.Jerry Goldivitis and Mrs. Pat Hayne, two TIs, amd Mrs. Catalina Vasquez, the Parent Liaison, met with Dr. Carolyn Bauer of Oklahoma State University during a site visit and Mrs. Maddox and Mrs.Vasquez gave a brief presentation on UTEP to parents attending Open House in September. Mr.Jerry Goldivitis and Mrs. Roberta Massack presented Science Olympiad information to Dr. Schoon's Science Methods course; the principal Mr. Jerry

Watkins attended the PDS Conference at ISU; Mrs. Catalina Vasquez, the Parent Liaison, Chaperoned the Spell Bowl Competition; and Mrs. Pat Hayne and Mrs. Roberta Massack attended the IAIE Conference in November. The PDC Coordinator also arranged 33 placements for General Methods students and 14 placements for Content Methods students from IUN during the fall semester.

- Franklin- Mrs. Stella Markovich attended and assisted with preparations for the *Celebrating Education Parade* on September 15,1994. Franklin held its Open House on October 6, 1994. Mrs Sandra Turner, Mrs. Lois Lukowski, and Mrs. Stella Markovich conducted worksops on Classroom Management, Reflection, and Parent Conferencing for field students. Mrs. Mary Steele, the Principal, and Mrs. Stella Markovich attended the IAIE Conference in November. Mrs. Vanessa Reed, the Parent Liaison, revised the Community Services Brochure and organized a Math Workshop for parents. The PDC Coordinator also arranged placements for 7 elementary Content Methods students from IUN during the fall semester.

UTEP Outreach-

We use various means to get the word out about UTEP. We have placed brochures in the hands of Parent Advisory Board members, PDC Coordinators, university advisors, and students. They are carried to conferences and mailed to each person making an inquiry about the program. We have sent information packets to educators requesting them in universities and schools in various regions of the country. We disseminate information about the program at every opportunity. Three of those opportunities are listed below:

*UTEP participated in the 1994 regional conference on Professional Development Schools held at Indiana State University this Fall with Dr. Ann Lieberman as the consultant for the day. We presented a Poster Session, showing pictures of the various stages of the program and the different PDC sites, as well as sharing

various documents about. UTEP. The program was represented at this year's conference by Dr. Martha Harris, Mrs. Debra Maddox, Dr. Pamela Sandoval, and PDC principal, Mr. Walter Watkins.

*UTEP was selected to particpate in a Harvard Study entitled *Preparing Teachers to Involve Parents: A National Survey of Teacher Education Programs*. UTEP is identified as one of the model programs that teach multiple types of parent involvement. This study is being summarized in a working paper that will be nationally disseminated.

* UTEP had a joint meeting with Teachers for Chicago to discuss program similarities and differences. Several ideas were shared during a lively three hour session. Program materials were exchanged. This meeting was a follow-up to an earlier visit the Director made to the Golden Apple Foundation to discuss similarities in their Golden Apple Academy Scholars Program and UTEP, as well as possible areas of collaboration.

We have pursued state, regional, and national linkages to realize our goal of affecting education for some of Indiana's least advantaged students. We have joined consortia, professional associations, committees and commissions with similar goals. We have attended and presented at conferences whose agendas addressed the improvement of education for vulnerable youth. We have sought and provided information and resources in urban, multicultural, and invitational education. A sample of these efforts are highlighted below.

* UTEP is still a member of the Professional Development Schools Network and will be represented at the January 1995 Meeting in New York at Columbia University. They have invited UTEP's Director to write an article for an upcoming issue of the PDS Newsletter.

* Mr. Patrick O'Rourke, a member of our Policy Board, was recently selected to head the Education Project for the Northwest Indiana Forum.

* UTEP continues to be visible nationally through representation on the Association for Teacher Educators' Commission on Leadership in Interprofessional Education and the American Bar Association's Interdisciplinary Committee on the Best Interest of the Child.

* UTEP's Core Staff is very professionally active. The following is a sampling of accomplishments by Core Staff Members in the past six months:

Dr. Martha Harris

was invited by the U.S. Department of Justice to attend a special conference celebrating the Anniversary of the Civil Rights Act and the creation of the Community Relations Service in Washington, DC in November, 1994.

Mrs. Kathleen Kutie

is a member of the executive council for American Federation of Teachers local 511.

is currently coordinating and designing the Science Summer Enrichment Program for the School City of East Chicago.

is editor of Central High School's staff development newsletter, a member of the Technology Committee and she also sits on the Oversite/ School Improvement Team for Performance Based Assessment.

Mrs. Debra Maddox

has represented Eggers Middle School at several meetings concerning the Middle Grades Improvement Program in Indianapolis. This is a network of urban middle schools throughout Indiana, working on innovative math initiatives.

Mrs. Stella Markovich

represented Franklin Elementary School at several Literature Based Workshops.

is a member of the Gary Teachers Union's Educational Research and Dissemination Training Group. She recently completed a series of trainer's sessions on Cooperative Learning.

Dr. Charlotte Reed

became a charter Board Member of the newly incorporated Calumet Ethnic Heritage Alliance in November, 1994.

served as a Keynote speaker and session presenter at the Annual Meeting of the International Alliance of Invitational Education in Charleston, SC in November, 1994.

was appointed to a second term as the Research Representative of PDK local Chapter #1029.

served as a proposal reader for Annual Meeting of the National Association for Multicultural Education.

was invited by the U.S. Department of Justice to attend a special conference celebrating the Anniversary of the Civil Rights Act and the

creation of the Community Relations Service in Washington, DC in November, 1994.

Dr. Pamela Sandoval

co-wrote a grant with Dr. William Burt, "Excellence in Education," which was funded for $250,000 by the John S. Knight Foundation as a joint project with the Gary Community School Corporation and The Gary Accord, a community organization. The grant will be spread over a three year period to include funding an office to integrate services, initial funding of training for three elementary schools to become "Accelerated Schools," and one middle school to use the "Algebra Project " as developed by Bob Moses.

presided over the fall conference of AERA SIG: Research on Women and Education in Minneapolis, MN in October, 1994. She was elected Chair of the SIG last year.

had papers accepted for presentation at the Annual Meetings of the American Educational Research Association and the American Association of Colleges for Teacher Education.

Dr. Kenneth Schoon

lectured on local history at Illiana High School in Lansing, IL in November.

lectured on local geology in Lansing, Hammond, and Highland.

Served as Membership Director for the Indiana Science Olympiad.

submitted a grant, "Eisenhower Mathematics and Science Education," to the Indiana Higher Education Commission

Conclusion:

To complete the work that Phase III was designed to accomplish, UTEP is going to need a " No Cost" extension. A formal request is being sent under seperate cover to request such an extension, delineating the intended work and a revised budget. The partners are all very supportive of this extension and do not want to see the work stop in mid-year. We also feel a strong committment to our students and allowing them to complete the program.

Every attempt to complete the main business of the grant by December will be made, but given the extensive planning that is taking place within the Division now, the Spring'96 semester will be needed to finalize plans for institutionalization. It is our hope that new PDCs will be ready to open in Fall of 1996. That will require the completion of a replication manual, selection of PDCs, TIs and Coordinators, training of new personnel, and other planning and coordination activities. Additionally, Option II will need to be redesigned to include a broader audience. The content and sequence of courses will need careful examination to determine their effectiveness. Work will have to be done with policymakers to arrange financing for mentors through the State, after program funds are expended.

We believe that UTEP will leave a lasting impression on teacher education and urban education in Northwest Indiana thanks to the generosity of the Lilly Endowment, The State Assembly, Indiana University Northwest, School City of East Chicago, Gary Community Schools Corporation, and School City of Hammond.

ATTACHMENTS

1. Student Advisor Report
2. Option II Renewal Rationale Statement
3. $250,000 Grant Announcement
4. Ascension Tristan's Letter
5. Revised Job Descriptions
6. New UTEP Directory
7. Sample PDC Traveling Trunk
8. PDC Usage Chart
9. Portfolio Assessment Workshop Flyer & Evaluation
10. Department of Justice Program or Invitation
11. ISU Conference Program
12. News clipping on Dr. Luis Gonzalez
13. News clipping on Mr. Pat O'Rourke
14. Newsletter Article on Dr. Martha Harris

New superintendent arrives

JILL SAGERS / THE TIMES

Luis Gonzalez, superintendent of East Chicago city schools, fills out his appointment book on his first day on the job.

Texan takes over East Chicago city schools

BY TRACY HAYHURST
Times Staff Writer

EAST CHICAGO – The new head of the city's schools held on to his mementos from Texas, but he knows he's a long way from the Lone Star state now.

The smoldering tire fire at Rubber Material Handling Inc. was an immediate reminder to Luis Gonzalez that he was smack in the middle of an urban, industrial city and not the open, isolated west Texas town of Fort Stockton.

Not quite two weeks on the job, Gonzalez had to vacate his office at 210 E. Columbus Drive for a few days because it was in the path of the smoke from the fire.

"I hadn't been around that kind of thing for a while," he said. "When I was in Houston, we had a cloud of some kind released, and some kids got sick. I was beginning to think about that and get acclimated again to 'what if?' "

'I need to monitor and see to what degree we have gangs and go from there. I definitely have some strategies.'

Luis Gonzalez, superintendent of East Chicago city schools

Gonzalez arrived in his new office on July 11 after driving 1,500 miles across a lot of nothing with his family and Chow dog in two cars.

A horseshoe door knocker, bookends crafted from metal bits once clamped in a horse's mouth and a little covered wagon with a cactus bring a bit of Gonzalez's life in the Southwest to his new setting, as do antique glass ink wells and quills, circa 1879.

He stepped into a school district in the middle of an administrative overhaul, complete with a budget shortfall. Three of East Chicago's schools are on probation with the Indiana Department of Education, and there is a long history of distrust between the teachers and administration.

Gonzalez is a native Texan who for the past 2-1/2 years was superintendent in Fort Stockton, a town of 9,000 that is property rich because of mineral deposits, natural gas and oil. The

See TEXAN, Page B-2

Butterflies subside for ex-school chief

BY TRACY HAYHURST
Times Staff Writer

EAST CHICAGO – The nervous butterflies in James Cogan's stomach have settled down after a busy six months.

When Cogan was named interim superintendent of schools for the first half of 1994, he knew it would involve more than treading water until a replacement was found.

"I would be lying if I told you there wasn't a lot of stress and a lot of pressure felt on myself. There's no question about it," said Cogan, a member of the City Council for the past 12 years.

Making changes in a school district heavy with politics, patronage and academic performance problems was not easy, but there was no way to avoid them.

James Cogan
interim superintendent

Significant staff reductions were needed to cover a $5 million deficit, and buildings might need to be closed. A teacher's contract had to be settled and the district's state accreditation reports would be issued in January or February.

Cogan's path to his current spot as assistant superintendent started at the end of 1993, when then-superintendent Norman Comer and six administrators opted for early retirement packages. Comer recommended Cogan, who was then executive director of instruction and curriculum, take over until the board found a replacement.

The board in early July named Luis Gonzalez, former superintendent in Fort Stockton, Texas, to the superintendent's job.

"This is a small city by certain standards, and I do know most of the people in the city, and most of them directly," Cogan said. "It was difficult. ... When the new superintendent was named, there was a lot of relief.

"Quitting was never an option. I

See SHOUTING, Page B-2

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THE NORTHWEST PHOENIX
"In these times we fight for ideas, and newspapers are our fortresses" Heine

ATTACHMENT 2

Harris takes on UTEP development

EDUCATION

By Crystal James
Staff Writer

Education specialist Martha Harris smiles fondly as she remembers the days of writing for Odyssey West magazine, a Denver publication, in which she acted as "Dear Abby of the World of Work."

"People would write me questions about what they should do in a particular situation at work. I would respond drawing from the knowledge I had acquired from many years of participating in the work force," Harris reflected. She answered the workplace questions long enough to be rewarded with a trip down the Caribbean Islands to Grenada and back to the United States.

Nonetheless, the former advice columnist for the Denver magazine has now returned to Gary to take on a position in which she previously helped coordinate in 1969 in the basement of Lindenwood Hall. Harris was recently named Program Development Director of IUN's Urban Teacher Education Program (UTEP), a position previously held by Dr. Charlotte Reed, who is currently Director of UTEP.

As program development director, Harris is responsible for overseeing the program curriculum and the professional and staff development activities. One of these includes updating and maintaining a resource center of books, pamphlets, video and audio tapes for the professional development centers. She also makes sure that there is a multi-media package available on such themes as classroom management, learning styles, conflict resolution and assessing the portfolio of the student. Other instructional strategies coordinators will need for teaching are included in the package.

Harris added that the office maintains a bookmobile on wheels called a "traveling truck curriculum." The mobile includes a variety of resources coordinators will need to assist in the teaching of student teachers.

Given the issue of multiculuralism, UTEP attempts to address the needs of students who work in urban classrooms and communities. A recent brochure cited that a teacher prepared for the urban experience can create an environment that makes education relevant for all urban students. In order to better prepare students for working in an urban environment, field experience is encouraged within the program. During the final two years of pre-preparation for teaching, students are asked to fulfill social and educational experiences in relation to coursework.

More than 95 percent of all UTEP graduates are teaching in East Chicago, Gary and Hammond public schools. Harris added that having some background of UTEP makes the college graduate more marketable when seeking employment. Said Harris, "Our view is that if you can accommodate the diversity in an urban setting, and become an effective teacher, all of those skills will transfer to a suburban or rural setting; however, the reverse is not true."

SEE HARRIS, PAGE 5

Christopher C. Paine/Northwest Phoenix
Dr. Martha Harris (right), new program development director for the Urban Teacher Education Program, assists a student in selecting teaching materials.

HARRIS From Page 1

She added that teachers who perform well in rural or suburban classrooms often have difficulties managing the diversity present in urban classrooms. "It's not that they're not good teachers, it's simply that they have not acquired the knowledge to manage the breadth of diversity present in urban classrooms," she said.

"Urban schools tend to have a large number of students from different countries, economically disadvantaged and advantaged students and even students who may be cognitive and physically disabled. These issues are prevalent in suburban schools but urban schools have it in greater intensity. One setting is not better than the other, but teaching to a diversity of students in urban classrooms is much different from teaching in suburban or rural classrooms," she added.

UTEP had its beginning as an experimental program with the mission of recruiting teachers to work in urban classrooms for the purpose of improving the quality of education for students. In 1969, Harris took a leave of absence from the Gary School Corporation to assist in the development of the program on campus. Having worked in Gary schools for many years, she brought knowledge of the Gary school system with her.

Prior to accepting her post at IUN, Harris taught in the Gary schools for 12 years. Harris has been a principal for an elementary school in Wisconsin and she ran her own management consulting firm. She has also worked for the Colorado Department of Education where she supervised the development of diversity and equity programs for 181 school districts. She is also the author of "Tools for Survival: A Guide to Making it in the World of Work."

Harris earned a bachelor's degree from Hampton Institute in Biology and Chemistry; Master's degree at Indiana University; and an Ed D from Northern Illinois University in Supervision and Improvement of Instruction, with a concentration in Learning Disabilities.

BEST COPY AVAILABLE

Program Goals, Positions, & Responsibilities

I. Program Goals:

A. To change what the urban teacher knows and is able to do

B. To significantly affect some of Indiana's least advantaged children who are located in urban districts in Northwest Indiana

II. Positions and Responsibilities:

A. Core Staff members-

Full-time Core Staff members-

1. Attending Core Staff, Policy Board, Divisional, and special meetings. (Coordinators are no longer required to attend Divisional meetings, but can attend if they desire to do so.)

2. Submitting monthly reports in writing to the Director.

3. Working together as a team to meet the objectives of the grant.

4. Promoting the program and assisting with recruitment.

Part-time Core Staff members-

1. Attending meetings by when the meetings directly pertains to your job.

2. Keeping abreast of what is happening with the overall program through minutes, reports, and contact with other Core Staff members.

3. Working together as a team to meet the objectives of the grant.

B. Director -

The main duties associated with this position include:

1. Providing leadership and vision to the program through effective communication and team building efforts with Core Staff, Policy Board, IUN Faculty, and other related parties .

2. Directing the work of Core Staff members to meet the goals and objectives of the grant. Other duties related to Core Staff include facilitating Core Staff meetings, setting agendas with input from staff, proofing and disseminating minutes, evaluating staff, staffing Summer courses, and calling special meetings as needed.

3. Serving as the Account Manager over all funds pertaining to UTEP, preparing and managing the budget according to IU and Lilly guidelines.

4. Representing the program in local, state, and national settings. Seeking institutionalization of Option II Graduate Certification and the Professional Development School model through the State Board for Professional Teaching Standards (SBPTS). Interfacing with the SBPTS for field testing

of standards and assessment procedures and professional development activities.

5. Serving as the Executive Secretary of the Board (re:Proposal), setting meetings, notifying members, setting agendas in conjunction with the Board Chairman, working with UTEP secretary to prepare minutes, disseminating materials to the Board and Staff.

6. Reporting to the Lilly Foundation every six months on the program's progress and keeping the Policy Board informed monthly.

7. Planning the Policy Board Retreat in conjunction with the Policy Board Chair, Program Development Director, and others as designated by the Board.

8. Working with the Parent Advisory Board to facilitate their involvement with the program through special projects.

9. Meeting with the Coordinators as needed to stay abreast of PDC activities, concerns, and accomplishments, as well as visiting the PDCs, meeting with TIs and program students, as schedules permit.

10. Being responsible for all aspects of the program not specifically assigned or delegated to other staff members.

C. Program Development Director-

The main duties associated with this position include:

1. Developing the urban modules and having them field tested by TIs. Reviewing the content of the curriculum and making recommendations for needed changes.

2. Working on the Institutionalization plan for UTEP with Core Staff and Division Faculty.

3. Planning Staff Development retreats and workshops. Disseminating information on workshops, Conferences, as well as training materials. Collaborating with Districts on Staff Development efforts.

4. Overseeing the Resource Center, including ordering materials and coordinating the use of resource materials by staff, TIs, faculty, students and parents.

5. Representing the program in local, state, and national settings on matters of program development.

6. Other duties that might facilitate the development of the program.

D. Research Director-

The main duties associated with this position include:

1. Conducting the formative and Summative evaluations of UTEP, developing program briefs or updates as needed for program improvement and dissemination to policymakers, researchers, and practitioners.

2. Creating linkages and promoting dialogue with other Professional Development Schools projects to encourage collaborative research and replication.

3. Editing the UTEPian Times Newsletter, preparing at least two issues annually.

4. Supervising the Research Assistant.

5. Presenting the collaborative model and formative findings through state and national conferences and publications.

6. Seeking Funding for additional collaborative projects within a school/university/business partnership.

7. Writing the annual Option II Report for the State Standards Board.

8. Other duties that might facilitate the evaluation and replication of the program.

E. Program Secretary-

The main duties associated with this position include:
1. Managing the clerical functions of Central Office, including creating a professional and inviting atmosphere, supervising work-study students and hourly support staff, arranging appointments, making arrangements for meetings, preparing agendas and minutes, handling mailings, word processing reports, flyers, brochures and other documents, copying and faxing materials.

2. Working with the Director on the budget and handling other fiscal matters, such as processing travel requests and purchase orders, managing Central Office S/E, reviewing monthly budget reports to verify expenditures, preparing staff payroll, and serving as co-signer on IUCU account.

3. Providing clerical support to Core Staff Members who are also faculty members with teaching responsibilities.

4. Providing technical assistance to PDC secretaries.

5. Other duties that facilitate the professional operation of the Central Office.

F. PDC Coordinator-

The main duties associated with this position include:
1. Coordinating the activities of the PDC including, working with the TIs, facilitating TI meetings, supervising the PDC secretary and Parent Liaison,

handling placements at the PDC, handling the PDC budget, acting as a liaison between UTEP Central Office and the PDC, recruiting associate TIs when needed, and keeping the Principal informed of UTEP activities.

2. Recruiting students through methods courses and field placements.

3. Coordinating field placements at the PDC with the Placement Director.

4. Interviewing potential candidates for Option I and II at the appropriate level.

5. Facilitating collaboration between TIs and DOE faculty through the instructional teams.

6. Facilitating site visits to the PDCs.

7. Serving as an advocate for UTEP students.

8. Other duties that might facilitate the coordination of the program.

G. Student Specialist-

The main duties associated with this position include:
1. Advising both Option I and Option II students.

2. Maintaining accurate records on students in the program, securing transcript updates at the end of each semester and monitoring students' progress. Maintaining contact with graduates.

3. Serving as intake person for the program, interviewing potential candidates, requesting transcript evaluations, arranging interviews with the appropriate coordinator(s), and reporting new admissions.

4. Collaborate with Research Director on student data.

5. Serving as a liaison with methods professors.

6. Other duties that might facilitate the delivery of student services.

H. Research Assistant-

The main duties associated with this position include:
1. Working with the Research Director to develop a data storage and retrieval system for measuring program impact on program participants and PDC sites.

2. Assisting with the development of a system for collecting and analyzing formative/summative data.

3. Analyzing data and assisting with the formulation of reports, including charting of data.

4. Other duties that facilitate the evaluation of the program.

URBAN TEACHER EDUCATION PROGRAM

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Active PDC Sites

Elementary

Franklin Elementary School
600 East 35th Avenue
Gary, IN 46409
219/ 980-6330

Principals:

Mrs. Mary Steele

Mrs. Lucy Brooks
Mrs. Margaret Finley
Mrs. Joan Judge
Mrs. Catherine McReynolds
Mrs. Sandra Turner
Mrs. Judith Surowiec
Mrs. Anita Zolondz

Middle

Eggers Middle School
5825 Blaine Avenue
Hammond, IN 46320
219/ 933-2449

Mr. Walter L. Watkins

Mrs. Bridget Bodefeld
Mrs. Patricia Hayne
Mr. Gerald Golvidis
Mrs. Roberta Massack
Mrs. Betty Vasquez

High

Central High School
100 West Columbus Drive
East Chicago, IN 46312
219/ 391-4031

Mr. John Flores

Mrs. Myra Anderson
Mrs. Barbara Bowie
Mr. John Fife
Mrs. Monica Gibb
Mr. Timothy Gorman
Mrs. Maria Jalocha
Mrs. Kathleen Molnar
Mr. Joseph Shea
Mr. Donald Wilson

TEACHER INSTRUCTORS

Associate PDC Sites

Elementary

Lincoln Elementary School
2001 E. 135th Street
East Chicago, IN 46312
219/ 391-4096

Principals:

Dr. Wilma Vazquez

Mrs. Julie Baciu
Mrs. Joyce Barnett
Mrs. Wanda Cavazos
Mrs. Joanne Deakin
Mrs. Rosemary Jurczyk
Mrs. Carmen Maldonado
Mrs. Sylvia Martinez
Mrs. Mary Miller
Mrs. Nancy Roman
Mrs. Adalia Velasco

High

Horace Mann High School
524 Garfield Street
Gary, IN 46402
219/ 886-1445

Mr. Max Wolverton

Mrs. Rosie Brown
Mrs. Jacqueline Gates
Mrs. Barabara Hilton
Mrs. Dolores Knox
Mr. Frank Morales
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URBAN TEACHER EDUCATION PROGRAM

A Multi-School District/University Consortium for School-Based Professional Preparation and Development

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School City of Hammond
Horace Mann High School
Gary Community School Corporation
Central High School
School City of East Chicago

January 5, 1995

Ms. T.J. Oakes
Director of Teacher Education
Indiana Professional Standards Board
251 E. Ohio Street Suite 201
Indianapolis, IN 46204-2133

Dear Ms. Oakes:

I am writing this letter to request a two year continuation of the experimental status of Option II. The program changes made in 1992 responded well to the identified needs at that time, but some new concerns have emerged and must be addressed before we are able to make a definitive recommendation about continuing or or discontinuing the program. The following questions will focus our response to these emerging needs:

1) How well is the present sequence serving all categories of Option II students?
2) What is the best way to link UTEP competencies with the newly established ethical and technical domains of the Division model?
3) How can the Option II internship be strengthened, especially as it relates to the role and selection of Mentors?
4) Will the present version of Option II be sufficient to get regularly licensed teachers in classrooms where shortages exist? If not, what modifications are needed?

Answers to these and other questions will be pursued over the next two years to shape the permanent response.

There are several events and activities, which make these questions timely, such as the Division of Education's adoption of the Master Teacher Model for all of its advanced programs, the institutionalization of the PDC concept within the Division, discussions about integrating certification courses with degree requirements to encourage completion of a Masters program, as well as examination of the current urban curriculum and its sequence of courses by Core Staff and Division faculty.

We are reasonably certain that a strong proposal for a permanent graduate certification program will be developed, if we are given this opportunity. Perhaps that program could become a model for the State. Please find a more detailed rationale for this request along with an unbound copy of the most recent Option II Report enclosed.

Thank you for your continued interest in and support of the Urban Teacher Education Program.

Sincerely,

Charlotte Reed

Charlotte Reed, Ed.D.
UTEP Director

217 Sycamore Hall, 3400 Broadway Gary, Indiana 46408 219/ 980-6887 FAX: 219/ 980-6990

Rationale for Continuing the Experimental Status of Option II of the Urban Teacher Education Program

We request that we be allowed to continue to experiment with the Option II program, utilizing all of the present student categories, while retaining and reviewing the same admission and completion requirements. We do ask for some flexibility in the sequencing of courses, so that the outcome of our planning and data collection can be incorporated into any needed revisions of the sequence.

We make the above requests for the following reasons:

1. Option II remains the only graduate teacher certification program offered by the Division of Education at IUN. The present program expedites the licensure process for students who: 1) have successfully completed Bachelors Degrees; 2) have subject matter expertise; and 3) have selected urban teaching as their professional career choice.

2. Our cooperating urban districts have indicated a continued need for teachers to fill the vacancies that will occur as experienced educators retire over the next few years. We are committed to responding to this need in both a qualitative and quantitative manner, through a program that incorporates cutting edge educational theory and practice.

3. The newest category of Option II students, *conventional graduate students*, provides a model for broadening Option II to service other students who are pursuing certification in high need areas, such as science and math, but we need more time to plan and coordinate the delivery of field and student teaching experiences in non-urban PDCs.

4. Since the Division has adopted the Master Professional Model for its advanced programs, we would like to investigate the feasibility of incorporating the certification program into the Masters Degree, so that students completing their certifications are well on the way to completing their Masters Degrees as well. We see this as being quite compatible with the concept of professionalization.

5. To facilitate admission to a Masters program, we want to explore accepting GRE scores or NTE scores for admission to Option II and continue to require successful completion of all parts of the NTE as an exit requirement.

6. Student feedback and dialogue with some faculty indicates that our present sequence may still not be the best ordered to meet the needs of students who are solid in content but lacking in pedagogical knowledge and experience. We need to discuss this concern further with university and public school faculty to determine whether a more suitable sequence is needed and if so, what it might be.

7. It is believed that collaboration with other academic units, such as Minority Studies, could reveal excellent content area course requirements or recommendations to build a stronger urban specialization. Initial inquiries have been made and look rather promising. This will also fit nicely with the ideas presented in #4.

Urban Teacher Education Program
Portfolio Assessment Fall Workshop

December 13, 1994
8:00 a.m. - 4:00 p.m.

AGENDA

8:00 a.m.	Continental Breakfast
8:30 a.m.	**WELCOME - Charlotte Reed**, UTEP Director
8:35 a.m.	Workshop Goals - **Debbie Maddox**, PDC Coordinator of Hammond
8:40 a.m.	Introduce Facilitator - **Martha Harris**
8:45 a.m.	**Facilitator** - *John Price* Performance-Based Assessment for Portfolio Assessment Achievement Issues With PBA and Portfolio Assessment Portfolio Characteristics for Assessing Curriculum Effectiveness
10:00 a.m.	**BREAK**
10:20 a.m.	Portfolio Design for Assessing Student Performance Portfolios Assessment for Parents Student's Responsibility in Portfolio Assessment
11:45 - 12:15 p.m.	**LUNCH**
12:15 - 1:15 p.m.	Featured Panel - "*Teachers Who Have Used Portfolio Assessment*" Panel Moderator: **Stella Markovich, PDC Coordinator - Gary** Panelist: **Sheila Baker, Academic Support Teacher -Gary** **Margaret Finley, Elementary Teacher - Gary** **Roberta Massack, Middle School Teacher- Hammond** **John Price, High School, Appleton, WI**
1:30 - 2:15 p.m.	**Facilitator** - *John Price* Portfolio Assessment Simulations Design Your Own
2:15 - 2:30 p.m.	**BREAK**
2:30 - 3:30 p.m.	Make It and Share It! - Small Group Portfolios
3:30 p.m.	Wrap - Up and Evaluation - **Kathy Kutie**, PDC Coordinator for East Chicago Please give all workshop evaluations to Kathy Kutie
3:45 - 5:30 P.M.	UTEP Christmas Party **FOOD - FOLKS - FUN !!!!!!!!**

HAVE A WONDERFUL HOLIDAY!

URBAN TEACHER EDUCATION PROGRAM - UTEP
PORTFOLIO ASSESSMENT WORKSHOP
PROGRAM EVALUATION
TALLY SHEET
(based on 33 evaluations)

As a workshop participant, you are valuable source of information and feedback concerning its effectiveness and application. Please provide a candid response to the following questions.

1. In terms of your work, how practical was this workshop?

(0)	(1)	(4)	(15)	(12)
1	2	3	4	5
Not Practical		Somewhat Practical		Very Practical

Average Score = 4.1

2. In general, how valuable was the content of this workshop? **(1) No response**

(0)	(0)	(2)	(12)	(19)
1	2	3	4	5
No Value		Some Value		Very Valuable

Average Score = 4.5

4. The value of examples, case studies, and other group exercises to reinforce key points of the workshop were:

(0)	(0)	(3)	(18)	(12)
1	2	3	4	5
Poor		Average		Excellent

Average Score = 4.3

5. The Facilitator's presentation methods made the workshop:

(0)	(9)	(18)	(16)	(0)
1	2	3	4	5
Uninteresting		Interesting		Very Interesting

Average Score = 4.1

6. The Panelists' ability to answer questions with clarity was: **(1) No response**

(0)	(0)	(8)	(12)	(12)
1	2	3	4	5
Poor		Average		Excellent

Average Score = 4.0

7. The Panelists' presentation and discussion skills were: **(2) No response**

(0)	**(0)**	**(6)**	**(16)**	**(9)**
1	2	3	4	5
Poor		Average		Excellent

Average Score = 3.8

NOTE:

Item #3 has a scale that is different from items 1- 7. Item #3 has been presented here since the average rating score of 3.2 means that the amount of material covered was **"Just Right".** All other items had ratings on a scale indicating 1 = Poor and with 5 = Excellent as the desired high mark. A rating of 5 on #3 would have been undesirable.

3. The amount of material covered in the workshop seemed to be.

(0)	**(2)**	**(24)**	**(7)**	**(0)**
1	2	3	4	5
Not Enough		Just Right		Too Much

Average Score = 3.2 or Just Right

WORKSHOP EVALUATION QUESTIONNAIRE TALLY

WHAT ARE THE STRONG FEATURES OF THIS WORKSHOP?

- Dire necessity for information
- Mr. Price's presentation and organization was outstanding. Also, the variety of materials presented kept the workshop interesting.
- I have a better understanding of performance-based assessment
- Interesting & knowledgeable presenter. Time well planned, moved right along.
- The concepts of assessment were helpful.
- Introduction to concept; variety of possibilities.
- Materials given and the first video.
- Very informative
- The opportunity of participants to actively participate.
- Good background of portfolio assessment.
- The emphasis on the value of this type of assessment
- Up to date on what's going on in Indiana in terms of assessment and portfolios.
- The importance of making each child feel that he/she can do and that they are expected to do.
- Clear presentation of practical ideas. Opportunities for group and individual participation, pleasant accommodations.
- The group activities. allowing enough time for questions and general input.
- The information was the most valuable and timely. Thank you. The involvement of parents point of view.
- Lots of concrete example, Ideas, Info & Good Food!
- It's practicalness and consideration of all levels and subjects.
- Good Presenter. Panel Discussion. Good Location.
- Information that was passed out.
- The presenter and the group sessions.
- John Price knows his stuff! He knows how to teach as well; I've got a clearer idea how to smooth things out -- Thanks for the tools, John!

- A timely topic with valuable information.
- How to develop a portfolio and what to put in it.
- Active participation; actually working through the process with guidance.
- Being able to discuss with other teachers the problems presented by new methods.
- Cleared up some questions about portfolios and their use. Videos were interesting, showed real children in real life situations.
- Very informative
- It informed us to where we are going.
- Video on portfolios, guide for portfolio development
- A. Experience of presenter, B. Setting/ round tables enhance communication, C. Group work.
- The video, the practical suggestions on how to begin to implement the use of portfolios.
- Explanation of use & potential use of portfolios.

WHAT ARE THE WEAKNESSES OF THE WORKSHOP?

- So much to accomplish
- Time constraints and practicality of portfolio ideas.
- A lack of suggestions or examples on how schools are logistically handling portfolios and how assessments will be done.
- No answer to questions regarding Indiana's program; no representative of state with whom to voice concerns, questions.
- No actual portfolios to examine.
- The workshop might include an introduction of participants.
- It is difficult to provide material when the participants represent such a large range- primary teachers to high school.
- Example of portfolios at the elementary level.
- Be sure to include a Part II soon.
- ASCD tape too long! (1st one) 2nd almost duplicated 1st.
- Elementary - "How to" needed more attention.
- More time for Make It Share It.
- Stretched out to long.
- This is a topic that should take more than one day to present.
- Not enough specifics; A little didactic at times.
- Lots of unanswered questions, still unsure of use of portfolios.
- This project seem to be very heavy. I feel that this project should be stated and then broken down into more workable parts. Not just say try it and see how it works.
- The weaknesses in Indiana -- hard to pin down and ideal without specific guidelines.
- Good one! No big "holes" in planning!
- I would like to have seen it over a 2- day period to allow for all the levels of people within the group to comment and interact in small group sessions.

WHAT SPECIFIC SUGGESTIONS WOULD YOU MAKE FOR IMPROVING THIS WORKSHOP?

- Have a follow-up to continue assessment & criterion for evaluation. Expand for all teachers.
- More work with actual student examples and looking at put together portfolios would be interesting.
- Get an Indiana Education official to attend.
- Give a sessions especially for principals and teachers at the building level.
- Break up into groups -- elementary, middle school and high school.
- Invite some local officials that have influence over expenditure's of tax money or funding.
- I don't think some group activities needed 20 minutes, 15 minutes would have been enough.
- Acoustics a little to loud. Leave some more lights on during video -- less glare.
- Maybe dividing the groups at some point to discuss working at their level; More time.
- I would like to see a 2nd part to his as the speaker said, he didn't have enough time to get into more detail.
- Having workshop for the parents.
- Provide parking stickers for the participants.
- Actually seeing some portfolios that have been constructed. (Samples).
- Have more teachers present who have used portfolios; We need more of the same.
- Show some specific example of classroom portfolios to give us some ideas.
- Needs to be nationwide so that our schools will be unified and students will not have any gaps .
- Would it be possible to see, touch, feel some actual student portfolios?
- Aim for K-5 levels. Aim for use with "difficult learning problems" as average do perform.
- Have a break out period with grade level and across grade level (inter/middle) to share how to work more together in preparing students.
- Since it's to become a requirement, I feel more teachers should be involved.
- Provisions should be made for parking and the location of the conference center should be indicated in correspondence to participants.

WHAT WERE THE PRIMARY THINGS YOU LEARNED FROM THIS WORKSHOP?

- Process of development for portfolios.
- The definition of portfolio is very broad and can be adapted as needed.
- Portfolios seem do-able.
- That others are still unsure of how to handle these.
- Tremendous amount of work involved and need for very gradual movement to implementation over several years with staff development regarding state assessment of these.
- The framework of the portfolio, the philosophy behind the portfolio, and the process of constructing and evaluating the portfolio.
- Everything one needs to know about portfolios.
- The entire concept of portfolios and how they are used in assessment.
- Terms and understanding of portfolio's assessment.
- The importance of this type of assessment from the student's perspective & the way it fostered a good rapport between teacher & student.
- Portfolio components. Methology of grading -- Performance tasks.
- The use of the portfolio is an excellent way to show growth and development on the part of the individual student.
- The usefulness of portfolios as alternative assessment and a practical procedure for implementation.
- The whole process.
- The additional information regarding the topic enhanced my knowledge of portfolios.
- Importance of self-reflection- Bring 3rd parties in to help assess portfolios! Many of hand-out should be shared with other teachers in building!!
- Strategies for doing the job.
- Using portfolios as an alternate form of assessment.
- Very good insight on making a better tomorrow for our children and preparing them for his change.
- I learned more of the further mandated state portfolios.
- I have a better handle on getting started & how.

- What goes in a portfolio. How to set up a portfolio. How to evaluate a portfolio piece.
- Just what portfolios are; how they may be used.
- An awareness that new performance assessments are being suggested & mandated & that we as teachers are needful of acquiring skills in incorporating them into the classroom.
- Practical use of portfolios in a classroom.
- I learned a great deal about what should go into portfolios.
- That we want more ways of regulating and marking people. This idea is another way to do this. This is a good idea as long as we remember we are working with people -- that have 3 domains: cognitive, psychomotor and effective, and the 4th Language. We need to help people -- students to be proud of their work & become responsible adults.
- Start small, think realistically. Various components of portfolios.
- "Nuts and bolts" discussion all day was helpful.
- What a true Portfolio is supposed to be.
- I have started a simple portfolio format for my U.S. History classes. Today's workshop has given insight & courage to expand my attempt.

Urban Teacher Education Program
Student Advisor Report
December 15, 1994

Potential students advised Fall semester 1994:

Charlotte Aldreidge, degree in criminal justice
Steven Harper, degree in journalism
Carlos Sitza, degree from Argentina
Brenda Winters, long-term substitute at Kennedy-King
Latonya Cooper, degree in psychology
Crystal Beeks, casual interest
Olga Chambers, degree in political science
Pamela Jones, interested in elementary education
Simona Martin, major in English
Bryon Mish, limited license teacher in Hammond
LaShonda Griggs, degree in English
Pamela Thompson, degree in business administration
Ronney Robinson, degree in accounting
Anthea Morgan, degree in English
Anthony Miles, degree in general studies
Diane Wilson, degree in management
Jocelyn Bowers, degree in English
Crystal Colbert, degree in engineering
Lance Mack, degree in German
Rhondalyn Springer, degree in business management
Paul Ladd, degree in health services administration
Rosetta McKinnon, degree in business
Yolanda Gaves, degree in math and computer sciences
David Tamez, degree in fine arts
Dana Hardy, major in sociology
Debbi Slack, degree in accounting
Patricia Williams, casual interest
Harold Jackson, casual interest
Linda Gunn, degree in operations management
Shavonda Marshall, degree in commerce
Cynthia Cruz, MLS
Yolanda Biggs, degree in math and computer science
Darrell Head, degree in mass communication
Tonya Lewis, debree in criminal justice (elem ed)
Pamela Thompson, degree in business administration
Alison Buchl, major in journalism
Andrew Kemler, major in English Ed.
Bob Heckler, major in science ed
Christine Caldwell, casual interest
Bernadine Turnage, major in English
John Barreos, degree in general studies
Elton Scott, has taken courses in real estate
Jerry Jarris, degee in business management
Glenda Clark, degree in business (elem ed)
David Holly, major in elem ed.
Wendy Obrenski, major in elem ed.
Cheryl Pearson, major in elem ed.
Elizabeth Thatch, degree in English
Ramonica Richardson, degree in finance
Tiffaney Tillman, degree in merchandising
Teresa Cameron, degree in marketing
Rita Cumberbach Davis, degree in chemical engineering
Lawrence Mallory, degree in chemistry
Derrick Williams, degree in mathematics

Potential students advised Fall semester 1994: (continued)

Todd DeLaney, casual interest
Brian Dixon, casual interest
Juan Hernandez, major in Spanish
LaTavia Thomas, major in communication
Crystal Colberg, interest in elem ed
Diane Wilson, degree in management
Lance Mack, degree in German, MBA in finance
Earl Jackson, degree in business administration

Advised all continuing Option II students:

Benita Richardson, who is now certified
Onitta Parker, who took the NTE in November
Baverly Daniels, who took the NTE in October
Antionette Ferguson, who is now certified
Robbin Edmond, who is now certified
Kathy Stump, who took the NTE in October
John Littman, who is finishing S508
Melvin Wares, who is finishing S508

All current Option II students

Joan Burton
Veneta Day Franklin
Michael Depta
Verleaish Best Jones
Rita Willis
Gloria Williams
Ewa Shannon, who has stopped out
Olette Phinisee, who has stopped out

Applications received, December 1994:

Option I, elementary:

Wendy Obrenski
Cheryl Pearson
Bernadine Turnage
David Holly

Option I, secondary:

Andrew Kemler
Jessica Vazquez

I visited the general methods classes (both elementary and secondary) and explained the program to the students.

Applications for Option II will be mailed out in January, due back in February. Candidates must be accepted by March.

Kenneth J. Schoon, Student Advisor
UTEP Core Staff Meeting
December 15, 1994

URBAN TEACHER EDUCATION PROGRAM
CENTRAL HIGH SCHOOL
PROFESSIONAL DEVELOPMENTAL CENTER DATA
SEPT. 94 - DEC. - 94

During the first semester of the 94/95 academic school year Central High School serviced 29 IUN students, 2 of these were in the UTEP program. To date, since servicing these inidviduals four additional students have joined the UTEP program at the secondary level.

Listed below is a breakdown of the student hours logged in at CHS/PDC. Please note that these hours **do not** include the time spent by the TI's and associate TI's before and after the school day. A brief explanation of each column is included for clarification purposes.

CENTRAL HIGH SCHOOL / PDC / UTILIZATION

Month/Yr	Hrs/In/PDC By IUN Students	TI/OBS/Hrs	Assoc Ti Obs/Hrs	Other	#Students serviced	IUN Students	UTEP Students
9/93	288hrs.	171hrs.	61hrs.	55hrs.	16	16	0
10/94	384 hrs.	171hrs.	100 hrs.	153 hrs.*	18	18	2
11/94	424hrs.	186hrs.	167hrs.	71hrs.	13	13	2
12/94	60hrs.	16hrs.	24hrs.hrs	20hrs.	10	10	0
Sem. Totals	1136hrs.	544hrs.	352hrs.	299hrs.	29	29	2

HRS/IN/PDC by IUN Students:

This column included all field experience day hours. It does not reflect any additional time spent in the PDC by the student on their own initiative.

IT/OBS/HRS:

This is time spent with one of the nine identified, trained TI at CHS.

Assoc. TI/OBS/HRS:

Due to the large number of students serviced in General Methods and Reading in the Content area a large number of associate TI's were utilized on a regular basis. A total of twenty-five associate TI's were utilized this semester.

Other:

IUN field hours included a much larger scope of educational experiences. Many students spent time making observations, conducting student and teacher interviews, producing classroom materials, reflecting with individual teachers. Other activities included instructional team meetings, school tours, administrative personnel visits and interviews, computer lab tutoring, individual student tutoring, and academic coaching etc. Each student had one hour of reflection time built into their daily scheduals to dialogue with others members in their class and the PDC Coordinator. Several of the IUN students even acted as chaperones on field trips throughout the semester.*

# of Students Serviced:

There were two separate groups of students serviced at CHS during this semester, each group serving a period of 6 weeks. These students rotated their placement with Egger's middle school. In the same time frame, CHS serviced 5 content method students. Two students in English, two students in Science and one student in Mathematics; Dr. Charlotte Reed, Dr. Kenneth Schoon and Dr. Clyde Wiles were the professors of record for the content method courses.

Kathleen Ann Kutie
CHS/PDC/Coordinator

ATTACHMENT 9 Post Trib Wed. Nov. 16, 1994

DON BLUME/Post-Tribune

Patrick F. O'Rourke, of Hammond Teachers Federation Local 394, will head the Northwest Indiana Forum's education initiative. His job will be to build a support network for teachers among education, civic and community leaders.

Raising educational excellence is Northwest Indiana Forum goal

By Rick A. Richards
Staff Writer

PORTAGE — Education excellence and economic development are opposite sides of the same coin.

Thomas McDermott, president of the Northwest Indiana Forum, made that clear Tuesday morning when Patrick F. O'Rourke was introduced as a consultant to head the forum's education initiative.

The Northwest Indiana Forum is a private, not-for-profit economic development organization.

O'Rourke, president of Hammond Teachers Federation Local 394, said his job will be to build a support network for teachers among education, civic and community leaders.

The key component in the initiative is to encourage teachers to become board certified through the National Board for Professional Teaching Standards.

O'Rourke has been an NBPTS board member for eight years.

▶ EDUCATION

Other goals announced by the forum are to help children become more productive citizens and ensure business a quality work force.

"This one of the most important announcements we'll make here at the forum," said McDermott.

In introducing O'Rourke, McDermott praised him as someone who has a traditional view of education but also someone who wants to improve the profession.

"I'm a lifelong advocate for public schools," said O'Rourke. "I've tried to use collective bargaining in a non-confrontational manner. I really feel the children are our clients."

McDermott said board certification for teachers is a way of enhancing education.

"The forum is redefining the role of economic development organizations with this new initiative," said McDermott. "Business is just as concerned about the quality of education as it is about site selection and tax rebates. An educated work force is a critical quality-of-life issue to our investors."

McDermott said his goal is for 100 teachers a year from Northwest Indiana to become board certified.

But the cost for that is $975 per teacher. To help, the forum has pledged to pick up half the cost for each teacher accepted into the process. Not all teachers accepted earn certification.

McDermott said the forum will work to convince school districts to pick up the other half of the cost.

In addition, the forum's legislative committee will draft legislation to be presented to the General Assembly to have the state pay the cost of certification.

O'Rourke said the program needs to be more than a certificate on the wall. Besides higher pay, O'Rourke said board certified teachers need to be included as a part of the decision-making process — education leaders he called them — to improve education in their school.

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Schools need more parental involvement

As we are all pretty much aware, East Chicago has a new school superintendent named Louis Gonzales. Also, there have been some changes made at the principal level. What I would like to say is that it is time for everyone to get involved with their children's education. These changes are a beginning. Don't just sit at home. Attend your schools' PTA and PTO meeting, parent conferences, back to school night and Central High School's open house.

We have a professional development center located in Central High School. We are trying to get a parents group together here at the high school level. We need parent volunteers to help supervise the halls during the school day and to help out with their children's school organizations or clubs.

The business community can also do its share by offering release time to employees who can come to the school as role models to motivate the students at Central High. This is a very important time in the lives of the students. I have been at Central High for one year and I have come to know some of these teachers and they are willing to work with parents and organizations.

What these students need is a chance to see the world outside of East Chicago too. This takes money for field trips, time for organizing and much other planning. This is why I am offering my help in working together with parents.

If you are interested in helping, please call 398-3913 to try to get something together before the new school semester begins. Don't forget get involved.

Ascension Tristan
Urban Teacher
Education Program
Central High School
East Chicago

8/12/94

1:00-3:15	Poster Session
Dede III	Visit with colleagues from School-University PDS partnerships in Indiana and surrounding states. Butler University, Indiana State University, Indiana University/Purdue University-Indianapolis, University of Indianapolis, Eastern Illinois University and St. Louis University
2:00-2:15	BREAK
2:15-3:15	Conversation with Dr. Ann Lieberman Those with GREEN dots on name tags are asked to use this time with Dr. Lieberman.
Room 307	Sue Kiger, ISU; Joe Wey, Terre Haute North Vigo High School; Priscilla Costello, Terre Haute South Vigo High School; and David Chapman, West Vigo High School "Notes From the Field."
Room 321	Maxwell Hines, Dr. Cathy Griffin Mussington, University of Louisville, and Beverly Johnson-Jasmine, Iroquios High School Magnet Career Academy Repeat of 1:00 session.

2nd ANNUAL
PDS CONFERENCE

LINKING TEACHER EDUCATION TO SCHOOL REFORM

FEATURING:

DR. ANN LIEBERMAN

November 4, 1994
Hulman Memorial Student Union
Indiana State University

Sponsored by
School of Education, ISU
National Center for Restructuring Education, Schools and Teaching

PROGRAM

9:00- 9:30 Registration, Coffee and Conversation

9:30-10:45 General Session — Dede II

Welcome, Dean Gail Huffman-Joley, School of Education, Richard Wells, Provost and Vice President for Academic Affairs, and Charles Clark, Superintendent, Vigo County School Corporation.

Keynote Address: Dr. Ann Lieberman, "Enduring Issues from Professional Development Schools".

10:45-11:00 BREAK

11:00-12:00 Concurrent Sessions

Dede II — Conversation with Dr. Ann Lieberman
Those with **RED** dots on name tags are asked to use this time with Dr. Lieberman.

Room 307 — Marilyn Johnston and Don Cramer, Ohio State University and Gables Elementary School, Columbus, Ohio
"Professional Devleopment Schools; The Ohio State University Story."

Room 316 — Robert Boyd, Rebecca Libler, ISU; Jane Pychinka, Staunton Elementary School; and Thomas Rohr, Clay Community Schools
"Leadership Concerns in Restructured Schools: A Conversation."

Room 321	Sharron Watkins, Dan Horton, ISU; Susan Maroska, Meadows Elementary School and Stephen Moore, Terre Haute North Vigo High School "Strengthening Supervision: A New Public School-University Partnership."
Room 421	William Smith, ISU and University students JoAnn Adams, Carole Elliott, Catherine Hagerman, Kristin Heefner and Michelle LaGran[illegible] "Collaboration Among PDS Faculty and [illegible] Students in a Preservice Teaching Experience."
12:00-1:00	LUNCH — Dede III
1:00-2:00	Concurrent Sessions
Dede II	Conversation with Dr. Ann Lieberman Those with **BLUE** dots on name tags are asked to use this time with Dr. Lieberman.
Room 307	Marilyn Johnston and Don Cramer Repeat of morning session
Room 321	S. Maxwell Hines, Cathy Griffin Mussington, University of Louisville, and Beverly Johnson-Jasmine, Iroquios High School Magnet Career Academy "Iroquios Initiative: Development of Site Based Courses for Preservice Teachers."
Room 421	Sharon Andrews, ISU, Carol Harrah, West Vigo Elementary School, and ISU students Amy Cohee, Stephanie Wright, Heather Springston, and Carrie Wright "PDS Partnership: A Pioneering Concept."

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Northwest News

IU celebrates 175th; Colloquium today

IU's 175th anniversary celebration begins today, with local discussion panels planned (see next column).

The week's activities include:

Tuesday, Jan. 17:
"Learning Communities"
Conference Center, 1-4 p.m.

Wednesday, Jan. 18:
"Future of the Public University"
IUN site, Conf. Center, 2 p.m.

Thursday, Jan. 19:
Investiture of Myles Brand
IUN site, Conf. Center, 1:30 p.m.

Friday, Jan. 20:
Re-signing of 1820 charter
Statehouse, Indianapolis
IUN buses leave at 7:00 a.m.

"Learning Communities: Creating Connections Among Students, Faculty and Disciplines," will be discussed this afternoon by Roberta Matthews of LaGuardia (NY) Community College.

Matthews' presentation will focus on curricular reform and the way in which commuter campuses can make connections with busy students.

Matthews will speak for approximately 45 minutes on methods which might help the IUN community deal with future students. She will then conduct workshop groups to give audience members practice with Matthews' new concepts.

The colloquium will be held in Conference Center ABC from 1 - 4 p.m. It is open and free to the public.

Grant effort yields $250,000 for education

IUN, the Gary Community School Corp. and the Gary Accord will work together to improve educational opportunities for Gary public school students under a program recently funded by a $250,000 Knight Foundation grant.

"IUN continually looks for ways to work with the community, including the Gary school system," said Chancellor Hilda Richards. "I am particularly pleased that the University is part of this partnership which pulls together and focuses the energy of many groups seeking to support and assist the students of Gary."

Pamela Sandoval, assistant professor of education, and Walter Burt, director of planning, evaluation and research for the Gary schools, wrote the proposal.

Overall, the effort is designed "to build on the positive belief that children and youth are capable and can succeed," Sandoval said.

Five schools will be directly involved in the project: Aetna, Locke and Norton Elementary schools; Dunbar/Pulaski Middle School; and Horace Mann High School.

The project encompasses the concept of a "certainty of opportunity" with two initiatives: a comprehensive model for school change called Accelerated Schools and a concentrated mathematics effort called The Algebra Project. A project director will be hired to guide the development of these initiatives.

The Accelerated Schools model, developed at Stanford University, is based on the premise that at-risk students must learn at an accelerated, rather than slower pace. More than 500 schools across the country have implemented the program and report improved attendance, self-esteem, test scores and parent participation.

The Algebra Project is designed to prepare more students to study and master algebra as a pathway to higher education and better employment opportunities.

The grant is one of eight, totaling about $2 million, awarded to postsecondary institutions across the country to strengthen collaborative education reform efforts between colleges and universities and local schools.

Schools get a $250K boost

By Kerry Taylor

Correspondent

GARY — A new initiative to strengthen the Gary Community School Corporation's ties with Indiana University Northwest and local businesses has been awarded $250,000 from the Knight Foundation, Superintendent James Hawkins said Thursday.

The grant, to be used over the next three years, is a collaborative effort of the school district, IUN and the Gary Accord, a civic organization that works to improve public education.

According to Hawkins, a project director will be hired to coordinate existing school and business partnerships, develop new partnerships and implement new programs.

IUN professor Pamela Sandoval, who helped design the proposal, said particular consideration will be given to implementing two new programs: Accelerated Schools and the Algebra Project.

Accelerated Schools, developed at Stanford University, is based on the notion that at-risk students must learn at an accelerated, rather than a slower, pace.

The Algebra Project, developed by civil rights leader and educator Bob Moses, uses a hands-on approach to teach math concepts fundamental to algebra, according to Sandoval.

Sandoval said both projects have successful track records in schools across the country.

The grant was one of eight given nationally by the Knight Foundation as part of its program to promote cooperation between public schools and institutions of higher education.

Established in 1950, the foundation makes national grants in journalism, education and the field of arts and culture.

It also supports organizations in communities where the Knight Brothers, John S. and James L., were involved in publishing newspapers. The foundation, though, is separate and independent of those newspapers.

AT A GLANCE

The need:

- Only 55 percent of Gary public school students graduate from high school; just 7.6 percent of those receive a college degree.
- 40 percent of Gary students test below the proficiency level in language arts and 71 percent below the proficiency level in mathematics.

Benefactors:

- Five schools will be directly involved in the project — Aetna, Locke and Norton elementaries, Dunbar/Pulaski Middle and Horace Mann High.

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U.S. Department of Justice

Community Relations Service

Midwest Region

55 West Monroe Street, Suite 420
Chicago, Illinois 60603

ATTACHMENT 13

October 14, 1994

Charlotte Reed, Ed. D.
UTEP Director
Indiana University Northwest
Sycamore 217
3400 Broadway
Gary, IN 46408

Dear Ms. Reed:

This year marks the 30th Anniversary of both the Civil Rights Act of 1964 and the Community Relations Service of the U.S. Department of Justice. In observance of this important milestone in our Nation's struggle for civil rights and equality, and in recognition of the need to explore and celebrate the racial and ethnic diversity that both enriches and challenges us, the Community Relations Service plans to convene a National Symposium entitled **"A DREAM DEFERRED? RACE RELATIONS IN AMERICA, THIRTY YEARS AFTER THE CIVIL RIGHTS ACT OF 1964".**

The Symposium will take place November 30 through December 2, 1994, at the Renaissance Hotel at Techworld in Washington, D.C. We anticipate an audience of approximately 250 people from across the country, including representatives of community and advocacy groups, civil rights agencies, educators, law enforcement officials, as well as Community Relations Service staff.

A copy of the draft agenda is enclosed for your information. If you have any questions regarding this invitation, please call me at (312) 353-4391.

Sincerely,

Jesse Taylor

Jesse Taylor
Midwest Regional Director

Enclosure

U.S. DEPARTMENT OF JUSTICE
COMMUNITY RELATIONS SERVICE
EDUCATE • COMMUNICATE • CONCILIATE • MEDIATE • FACILITATE
JUSTITIA OMNIBUS GENS

A DREAM DEFERRED? Race Relations in America Thirty Years After the Civil Rights Act of 1964

SYMPOSIUM AGENDA

November 30 - December 2, 1994
Washington, DC

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